

# Special Education in Michigan Secondary Transition

## 2003-04 Annual Performance Report

Office of Special Education and Early Intervention Services

### The Context

The Office of Special Education and Early Intervention Services (OSE/EIS) reviewed existing compliance monitoring data to determine the extent of systemic challenges in the area of Secondary Transition. These issues were confirmed by the compliance monitoring parent survey. The high drop out rate for students with disabilities indicates that students may not be engaged in meaningful transition activities in preparation for post-school life and also points to inconsistent implementation of effective transition planning across the state. A review of the current system of transition services was necessary to ensure that an effective and credible system would be in place to assure improved post-school outcomes for students with disabilities could be achieved. The OSE/EIS led a comprehensive statewide initiative, Michigan's Transition Outcomes Projects (MI-TOPs), which created baseline data to address the proximity to which transition requirements were being met with consistency and quality. This initiative yielded two complete data sets which are described below.

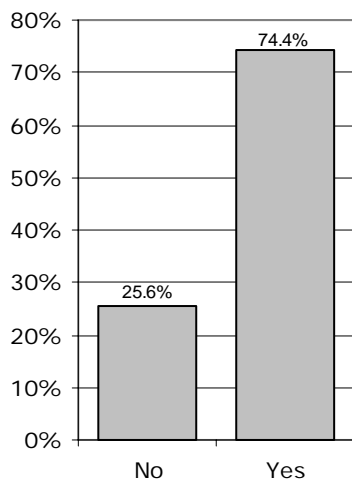
### Results

Below and on the next page are selected results from the IEP checklist and the Parent Survey. The question below examines whether IEPs reflect a student's preferences and interests.

#### IEP checklist

Did the public agency take steps to ensure that the student's preferences and interests were considered in the development of the IEP? [The IEP shows evidence that the student's preferences and interests were integrated into the development of the PLEP, STSN, SNTS and Annual Goals & Objectives.]

(4,942 respondents)

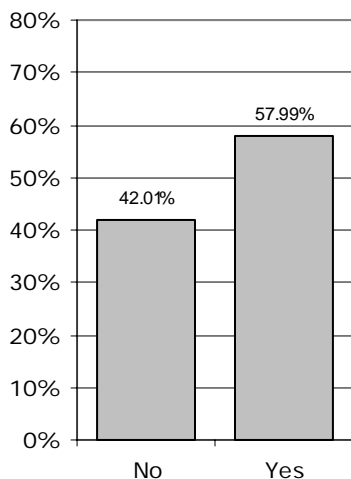


Source: Public Sector Consultants

#### Parent Survey

Did the school help your student identify his/her preferences and interests in the development of the IEP?

(1,033 respondents)



Source: Public Sector Consultants

### Methodology for the Analysis:

#### IEP checklist

A statistically relevant sample of Michigan IEPs (approximately 4800) was selected to determine proximity to meeting the transition compliance standards of the IDEA 1997. The unit of measure was the ISD and state agency run programs (n=58) and the state aggregate based on the average of 58 entities.

#### Parent Survey

Concurrently, the OSE/EIS engaged the Parent Training and Information Center (CAUSE) in the design and implementation of a Parent Perception Survey. The survey was designed to collect data on parent perceptions of the IEP process aligned to the data collected via the IEP Transition Checklist.

### What's Next: Mapping the Influences

The OSE/EIS will continue to measure qualitative indicators of effective transition programs, quantifiable indicators of adherence to transition requirements and will initiate the ongoing evaluation of the post-school outcomes for children with disabilities who have participated in transition planning. Data collection for quantifiable and qualitative indicators of effective transition programs will be embedded within the Self Review of the Continuous Improvement and Monitoring System (CIMS).

The OSE/EIS is actively engaged in the development of a post-school outcomes data collection system. Current data sets from multiple sources are being reviewed to determine comparable post-school experiences between students with disabilities and their non-disabled peers. A review of existing data sources and development of formulas to determine comparability and validity of post-school experiences and a gap analysis of data sets is being undertaken. This information will assist in the development of the Secondary Transition section of the State Performance Plan by December 2005.

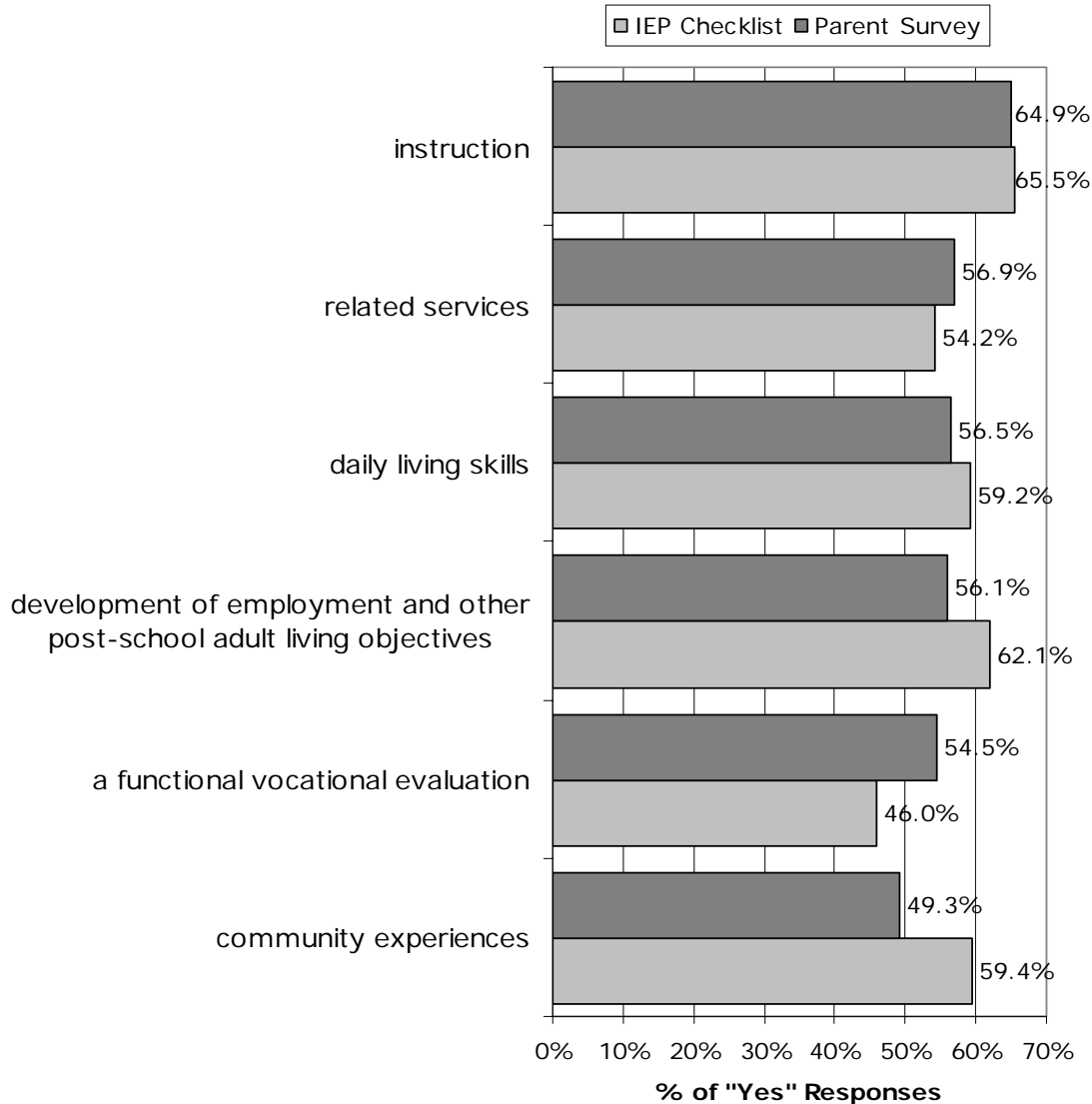
As a result of these data, the ISDs involved in the MI-TOPs project are engaged in improvement planning and implementation to ensure that systems of transition services are in place for students with IEPs in Michigan.

The following questions regarding needed transition services were asked in IEP checklist and parent surveys:

**IEP Checklist:** Does the statement of needed transition services consider...

**Parent Survey:** Thinking back on your last IEP, do the activities in the statement of needed transition services promote the student's desired post school goals in the following areas?

Below is a summary of the "Yes" responses for each of the components:



**Notable are the following findings:**

- Active and documented engagement of students in their IEP and transition planning process.
- Parent perceptions indicate students take on a more passive role in the IEP/transition planning process (71% of students more likely to answer questions versus 41% students more likely to ask questions during the IEP process).
- On average, parents perceived that the activities in the statement of needed transition services promoted the students desired post-school outcomes approximately 50% of the time.
- Data reveals a significant challenge with courses of study being meaningfully documented and included in a students IEP/transition plan.
- IEP checklist data also revealed challenges with statements of student present level of educational performance as it relates to transition services.